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Acts of the Apostles - NT(IBS)636 XL

Summer 2008

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Preliminary Business:

Welcome to Acts class. I will do my best throughout the semester to do what I call “State the Obvious.” So, let’s begin by stating the obvious regarding several preliminary issues. All of you have had both Greek and at least one of the prerequisite Inductive Bible study classes; Matthew or Mark. So, I know you have the tools to succeed in this class.

May I now go on to remind you of your initial IBS experience?

1. Remember, Inductive Bible Study (IBS) is time consuming!

The normal expectation for this class is 10-12 hours per week. (A typical 3 credit hour class requires 3 hours of regular seat time per week plus 2.5 hours of work outside of class for each hour in the class = minimum of 10.5 hours/week). This is a huge investment, especially during summer months which rarely equates into any kind of family slow-down. So, may I ask you a favor for the semester, *please treat this as sacred time*. Make a contract (implied or written) with your family so this time will be protected.

A comment about the assignments you turn in; they will be just a bit artificial in form from the Bible Study you may do in preparation for preaching or teaching on a regular basis. The reason is simple. For me to assess your work, you must construct a careful audit trail of your thought process. I will need for you to document much more than your final conclusions (i.e., sermon points). I need to see the development of your ideas from their original gestation in the simple textual observations to their final birth as “preaching or teaching points.” So, IBS will take much more time in this class setting than it will in the “real church world” as you prepare weekly sermons.

2. Remember, IBS means a new vocabulary!

Rather than leaping into a text and its immediate application, IBS requires you to see the “Big Picture” (*Survey*) and to identify the structures (introduction, contrast, climax, etc.) which logically hold it into a cohesive unit. You then are called to perform precise *detailed observation* over a strategic passage in order to make certain that the text is setting the study’s agenda and not our own presuppositions. Next, you embark on the actual *interpretation* as you use numerous *determinants* (context, word study, cultural/historical background, scriptural testimony, commentaries, etc) in order to discover what the passage meant. Finally, you move into the *evaluation/application* phase, when you move beyond the original cultural and historical moorings and answer the question, “So what...what does the text and its principles mean to us today?”

If your IBS vocabulary seems a bit rusty, no need to worry. I will supply you with a new IBS

lexicon in the opening modules of this class.

3. Remember, IBS is often frustrating!

Do you remember that for many of us, Inductive Bible Study is a method for approaching the scriptures which is probably quite a bit different from what you are used to. In some classrooms, the teacher is the expert and he/she will “pontificate” regarding the material being covered in the classroom. Thus, if I lecture you about the Book of Acts, you will certainly learn what I think about the text, but you would have only a limited engagement with the text itself. IBS on the other hand, should be considered more of a “lab” type of course, in which your learning is directly tied to doing... it’s hands-on stuff. Some may say it’s more like teaching you to swim by throwing you into the deep end of the pool, but trust me, that’s not completely true. But of course for some of you IBS adds frustration into the mix for I will be asking you to “perfect” the IBS method more than I will ask you to become an expert in the Book of Acts itself. But, I am convinced that if I can help you employ IBS methodology with precision, you will be able to read any book of the Bible with clarity and profundity. And in this class, Acts will become as familiar as the back of your hand.

4. Remember, IBS is often more Left-Brained than some would like!

During your beginning work with the IBS method, you may have noticed that your bible reading seemed mechanical or analytical, almost like a text book rather than the sacred scriptures. I pray that this passed as you began to master the method. And as this class progresses, I hope that the method will become second nature. (OK, maybe only third nature.) However, I promise, you will become more comfortable working with IBS as this class progresses!

Personal Greetings:

Now, let me welcome each and every one of you into our Acts community. It is my prayer that your time here will be personally rewarding and enriching for your ministry.

Now about me:

I’m an Associate Professor of Biblical Studies at Indiana Wesleyan University and the Chair of the Division of Religion and Philosophy (now 19 full-time professors and counting). I’m 53 years old (or young depending upon your perspective) and the last 26 years have been spent married to the most wonderful woman I know, Angie. She is currently working on developing a “Titus 2” mentoring program at IWU...older women discipling younger women. She is also renovating our 100+ year old brick home here in Marion, Indiana. (check out my Facebook pictures if you are interested or you can look in the bio section of my web page; www.dfsmith.com). Two jobs; what a woman. We have two children; *Joshua* who just graduated from IWU with an Education-Social Studies degree and *Hannah* who is a Psychology-Biblical Literature double major. My wife and I love to watch old movies together. I love the movies. She loves cuddling during the movies (which I have never complained about). To relieve daily tension, I lift weights (though to look at me you might be surprised. I did however, look more like it at 25 than my present 50+).

I am an ordained minister in the Indiana North District of the Wesleyan Church. Angie and I have pastored several churches, the last one being in Cleveland, Ohio for five years (1989-1994). And

we loved it. It was a great incubator for me to develop a practical philosophy of ministry. As I see it, the church is God's organization (maybe better stated as "living organism") to fulfill the "great commission." Within the church, solid theological training certainly plays an essential role as it prepares men and women for the work of the church. But I see it as supplemental. So, you will find that I consistently try to make the theoretical aspects of seminary training as practical as possible. My thesis is simple; *if it doesn't work in the church; get rid of it!*

I try to stay current in my local church, serving of the LBA (Local Board of Administration, Official Board) of my local church; College Wesleyan Church. I serve on the District level whenever I can assist the Indiana North District. I also travel and teach, both nationally and internationally, mostly during the summer months.

To give you a bit of my professional and academic training, I am a second (or maybe third) career professor. I spent 10 years as a Computer Systems Analyst with Nationwide Insurance in Columbus, Ohio. So, my foreign languages are not just Hebrew, Greek, and German, but I also talk "computer-eze." My undergraduate training was done at Ohio Christian University (formerly Circleville Bible College in Circleville, Ohio) and Asbury College (B.A.; Bible). I then went to Asbury Theological Seminary for an M.A. in Biblical Literature (Old Testament Major). But in 1994, after pastoring, we returned to Asbury Seminary for me to work on an M. Div. and then on to University of Durham (England) for a Ph.D. in New Testament Studies.

Now, about you:

If you have not set up your Profile on Moodle, please do so now. There is a place for a picture but that is optional. Also, would you please copy or expand on your introduction (limit it to 150 words) and place it in the Student Introduction forum set up for the first module as soon as you can. Make it a casual intro if you like, because I know that you are more than your work and educational experience. What I mean is this: we normally share the "doing" side of our personality (e.g., work, school, etc.). If you are comfortable, try to give us just a bit of insight into your "being" side (e.g., what are the things which make you tick, which make you unique, hobbies, etc.) Also, in your intro bio, please indicate if this is your first online class. On the other hand, if you're a seasoned ExL veteran, let us know what classes you have had in the past. The reason for this will become clear, as we build our "Acts Teams" (see below), I would like to team up ExL veterans with the less experienced members of our community.

FYI, even though this my fourth semester teaching Acts on ExL and I have taught Matthew six or seven times BUT all on ATS's old on-line delivery system; FirstClass... **This is my first Moodle experience**. So, feedback is always important. I look forward to interacting with you not only on the biblical material but also on how clearly the IBS method comes across the internet! Without seeing the expressions on your faces, I will need your feedback. In face-to-face encounters, I always can tell WHEN YOU GET IT. So at times this semester you will need to be as explicit as you can. It will be interesting to discover via our classroom discussions, how that "AHA moment" will be communicated.

Asbury Community

A solid understanding that your spiritual life is formed and maintained in community is vital for your spiritual well being. Our vertical relationship with God is intimately intertwined with our horizontal relationships with those around us. Thus, in this syllabus and in the course as a whole you will hear me refer to the essential nature of community. ExL classes are just that; community experiences, with students interacting with Seminary staff, faculty, and other students. I pray that this class will never appear to you as an independent study course but as a learning community. So, let's see how this community life will take shape.

(1) ExL Support Community

From the outset, this community has a tremendous support staff and they have given me this clear offer, "If any of your students have a need, please contact us!" Here are their names and their "doing" role in ExL:

For **technical support, library research support, library loans, and Virtual media** contact Information Commons: Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

For **general questions and administrative assistance regarding the Virtual program**, contact Dale Hale: ExL_Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials

1. General Questions:
 - a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>
2. Materials Requests:
 - a. To search the library catalog for available materials, click here: <http://www.asburyseminary.edu/information/index.htm>
 - b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.
 - c. Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.
3. Research Questions:
 - a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other

library materials.

4. Online Databases:

- a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

To order textbooks or for textbook information contact:

Asbury's Bookstore

859-858-4242

exlbooks@asburyseminary.edu

Please don't hesitate to contact these people in an emergency. Moreover, I may refer you to them if a question is most applicable to their expertise.

(2) Teaching Community:

Though I am the professor for NT636, I am the first to acknowledge that I am a product of the wonderful academic community within which I was trained. I sat at the feet of all the professors in the IBS department here at ATS : Dr. Robert Traina (now professor emeritus), Dr. David Bauer, Dr. David Thompson, and Dr. Joe Dongell. Thus, my work and my findings can often be ascribed to their insight and scholarship. Some of my examples from Acts and from the rest of the Biblical canon may be drawn from them, and I will try to give them credit. As an aside, I ask you to do the same in your work. Ideas should be closely identified with their originator.

I am also indebted to the variation in teaching style which these professors exhibit. Their presentation of IBS has wonderfully incorporated their unique personalities. I will follow their lead and make my own contribution into our scholarly mix, bringing about a presentation of IBS unlike any other. Have no fear, they will all overlap and a course with me will prepare you for any future offering in the IBS curriculum.

This should be a good word for you. First, you will not be getting just one instructor but an entire community of talent. But also, this gives you a glimpse behind the scenes of IBS, to its essential nature. It is not an inflexible theory carved in stone for the sole purpose of coldly extracting brute facts from the Bible. Rather, IBS incorporates our God-given uniqueness to “flesh out” an encounter with God’s Holy Word. Now, as a disclaimer, initially, it will be advantageous (let’s make that “essential”) for you to mimic my work, in both style and approach. But as you become more familiar with the IBS method, I will turn you loose, expecting your own personality, interests, and style to develop; making IBS your method, not merely a copy of mine.

Let's bring this down to earth, with an analogy which every church-going Christian can understand; let's talk FOOD. Imagine that every family in a church is asked to bring a pie to a

church social. Each will begin with a basic recipe, each will begin with a pan, and each will begin with similar intentions to delight their future eaters. But no two pies will taste the same. Intuitively, we know that the amounts, the ingredients, and even the family cooking secrets will give each pie its own unique flavor. My prayer for you is that this same experience will happen to you with IBS! Once you acquire the basic tools (and this will take time, hard work, and probably some bad thoughts about your professor), you will develop your own unique style. And I promise that you will soar! (As an aside, if you really relate to the pie analogy, you can send me your favorite pie for extra credit!).

(3) Acts Community

Now, let's see how our IBS Acts community will materialize for this term.

Virtual Office Hours

I plan to check the classroom several times a week. This is when I will officially check in on the course, read your postings, and answer email. I will answer the postings in the order in which I receive them. Please post all general questions and responses to the Course Questions center. Remember, this is our classroom, so questions you ask should be overheard (or in our case over-read) by others in the class. On the other hand, communication that you want to send me privately, click on the "To Professor" icon. Only I can access those messages. Please note, that in the case of emergency, please include "Urgent NT636" in the subject line of the posting so I will know to get to it immediately.

Virtual Classroom

A note about our "virtual classroom" is necessary. If I have to be away for an extended time, I will let you know in advance. By the same token, if you are away from the virtual classroom for an extended time, please let me and all your peers know about it by posting a message.

Class discussion will take place in the forums set up in each module. All participants in the class will be able to read and respond to items posted in the forum. Think of it this way: in an on-campus course, when you make a remark aloud in class, everyone hears it and has a chance to benefit and respond. That's the way it should be in this electronic community. There may be several levels of response on particularly "hot" or disputed topics. (By the way, it's all right to disagree or critique a person's work, *gently but forthrightly*. We will try to learn from St. Paul how to "speak the truth in love," or, in our case, "to write the truth in love.") Moreover, if we really intend to "build up one another in love", we should look for significant questions, thoughtful comments, and clear insights which will help each other see more clearly. Further, let's covenant together to avoid clichés such as: "I like that!" or "Great thought!" Remember this is graduate level work which demands thoughtful reflection. ***Instead, let's state clearly what we like and why.*** Let's be precise in our analysis. Let's help one another to be solid readers of Acts as we employ IBS methods. Thus, if something significant is missing from someone's work or if we can determine that one of your Teammates have a deficient understanding of the IBS methodology; please make certain that we lovingly guide them. Are we going through this strenuous seminary training to be "cheer-leaders" or "disciplers"? Isn't that what a community does? "Let us consider how to stir up one another to love and good works." Heb10:24

Please note; communications for this class, especially in each module forum, should be marked by quality not quantity. In general, try to keep your postings and responses to no more than 50-75 words or 2-3 well thought-out paragraphs.

Each Module for the course will be posted separately. There you will find detailed instructions for each modules, assignments, helpful examples, and so forth. I will open the current Module we are currently working on as well as the next Module so you can plan ahead if you like. Therefore, at the start of class, Module 1: Remember IBS? and Module 2: Let's Survey Luke-Acts will be posted. I will post Module 3 on the day that we begin Module 2 and so on.

Acts Team Center. Jesus sent his disciples out two-by-two, for their on-the-job training. Our Teams, usually limited to three or four members, will be set up for you to exchange materials with one another and to interact with one another's work. In these Team Centers, only team members will be able to read and respond to one another's work. Remember, reviewing the work of another student will give you a whole new perspective on IBS. Thus, part of your learning experience will be to critique and encourage others. *More on this will follow in the first module, once we get to know one another.*

Prayer Forum. As noted above, though we are separated geographically, that does not mean that we will not be praying for one another. Thus, there will be a folder called Prayer forum. This will be a place where our prayers and praises can be placed. Nothing builds a sense of community like knowing the needs we each have and calling upon the God of the Universe to answer that need. May our geographic distance be overcome by the Omnipresence of Emmanuel.

Course Description

This course is designed to further your understanding of Inductive Bible Study, with an emphasis upon understanding biblical books as wholes. In this class we will utilize the Acts of the Apostles to help you develop the skills for making inductive Bible Study (IBS) an integral part of your ministry.

Personal note: The first IBS class I took at seminary was the Gospel of Mark. It revolutionized the way I read (that's both past and present tense) scripture. As my observational skills developed, I began to recognize the structural and logical connections which verses have with one another and to larger passages of scripture. The journey climaxed as I gained a new respect for how the individual parts of Mark operate together, like how individual musical instruments work together to form a symphony. Simply, IBS became a powerful way to view and synthesize the book of Mark-as-a-whole. As I took other IBS courses (7 in all), I began to see the richness and theological contribution which each biblical book makes on its own. Thus, in the end, IBS became a means to develop a full-fledged biblical theology. I trust that your study of Acts will have the same impact on your study of the Bible!

Course Objectives

These five objectives are for every IBS class taught within the Biblical Studies department:

1. Demonstrate skills in observing the text, including aspects that pertain to the original

language, with a view toward using these observations in the interpretation of the text;

2. Demonstrate skills in interpreting the text by citing, describing, and drawing inferences from various types of evidence, including those that pertain to the original language;

3. Demonstrate the ability to discuss some of the major hermeneutical issues surrounding observation and interpretation;

4. Demonstrate an awareness of issues pertaining to the evaluation of passages for their contemporary possibilities for application and to the process of actually applying passages to specific contemporary situations; and

5. Demonstrate knowledge of the content of the book in its literary, theological, and historical contexts.

Moreover, I want you to feel comfortable with IBS vocabulary and methodology. It will become more and more natural with use. Additionally, I want you to be able to see how the 4 phases of IBS (Survey/Observation, Interpretation, Evaluation, and Application), though often performed separately and sequentially, constitute a holistic inductive approach. I want you to see how each phase works, but I also want you to keep in mind how they form a whole. You will hear me say that over and over. Throughout this semester I will try to get you to focus on the big picture. For example, if your “calling” is a pulpit or teaching ministry, the big picture is clearly not dissecting a text into minutia but to extract relevant life application lessons for your congregation, often several times a week. This class will begin the task of tailoring IBS to fit your needs and your situations. Thus, IBS must function within real-world time constraints. This, you will also hear me say again and again over this course.

Textbooks

(1) The Bible

The primary text is the Bible. As a part of your work, feel free to draw on the Revised Standard Version (RSV), the New American Standard Bible (NASB), the New International Version (NIV), the New Jerusalem Bible (NJB), and the New American Bible (NAB).

There are several versions which are *not* suitable as the primary texts for this class. For example, translations that are done by a single translator (e.g., The Message), or translations which are simply paraphrases built from an English text (e.g., The Living Bible [not to be confused with the New Living Translation]). However, as we will discuss throughout the course, utilizing a variety of translations is of utmost importance. This is especially true if you do not know Greek, but that is not true with those of you who have signed up for this class.

Ideally, it would be best if your copy of the Bible was not overly interpretive (i.e., with extended notes, paragraph headings, etc., etc.). Still, most Bibles these days come with "user-friendly" helps and so all I ask is that you wait on consulting these notes until AFTER your own inductive work!

Note: In my personal study, I like a Bible with margins large enough to make notes on things I observe. You may want to start this class with a new bible in which you can study Acts of the Apostles afresh.

- (2) **Liefeld, Walter. *Interpreting the Book of Acts* (Hereafter: IBA) Revised edition.** (Grand Rapids: Baker, 1995).
- (3) **Fernando, Ajith, *Acts: The NIV Application Commentary* (Hereafter: Acts)** (Grand Rapids: Zondervan, 1998).

Collateral/Recommended Textbooks

The following items are not required for purchase (hence, "collateral") *but you may need to consult many of them throughout the course* (hence, "recommended"). So, you may want to seriously consider purchasing some of them. However, be prepared. A reference library is a very expensive investment. Alternative possibilities for the time-being may include:

- 1) Seeing if a library near you (especially a seminary, Christian college/University, or major university library) has these volumes.
- 2) Contacting a local minister friend who might have some of these references and be willing to part with them for a semester -- or at least let you have access to them.

- (1) **Spencer, Scott: *Journeying Through Acts* (Hereafter Journeying)** (Hendrickson)
- (2) ***Dictionary of New Testament Background*.** Craig Evans & Stanley Porter, ed. (IVP, 2000).
- (3) ***Dictionary of the Later New Testament and Its Development*.** Ralph Martin & Peter Davids, ed. (IVP, 1997)
- (4) **Acts Commentaries.** I suggest two (2) respected, contemporary commentaries on the Book of Acts (See class bibliography for suggestions). Full length, critical commentaries are preferred. Try to stay away from homiletical ("sermonizing") commentaries. Additionally, the "free-ware" commentaries you get on many Web sites will not be adequate for this class. (e.g., Adam Clark and Matthew Henry works are not what I consider exegetical commentaries.) You may need to upgrade your library or depending upon your location (1) plan to visit a local library with a strong theological reference section or (2) plan to use the ATS library resources. See above under "Obtaining Library Materials and Reference Assistance."

Note about commentary use in this class. In any assignment, **do not** refer to the secondary source prior to your own inductive interpretative work. The reason will become self-evident as the class progresses. In this class, we want to move carefully from evidence to conclusions and we want to learn the observational skills to be able to do this on our own. Thus, commentaries consulted AFTER our work will provide insight and another perspective. Commentaries consulted BEFORE our own study often restricts what we see to the commentator's observations. Personally, I would like to rely upon the text of Acts and the Holy Spirit to guide my initial

study!

Furthermore, we will only draw conclusions when we have evidence in hand (or on the page)! You will find that in many commentaries, the author (usually due to space restrictions imposed by the publisher) does not cite his/her evidence with the documentation I require for this course. As you work through some of these commentaries, I will ask you to critique how well each scholar accomplishes this, specifically if they seem to jump to their conclusions without citing proper evidence.

(5). **An exhaustive concordance** or (preferably) an “Englishman’s” concordance that allows you to track original language words (See BRM, 24). Since you have taken NT500, you already have purchased the software program *BibleWorks*. This will give you more information than a simple concordance.

(6). **Bible Atlas**. This is not required but will be helpful for all of your future bible study. Maps are a wonderful way to familiarize yourself with the location of towns and regions mentioned in the gospels. You may also wish to consult articles on localities in your Bible dictionary/encyclopedia. **Note:** In this class on Acts, working with an Atlas is only a starting point. So, I encourage you to invest in William Ramsay’s recently revised classic work, *St Paul: The Traveler and Roman Citizen*. (Kregel, 2001). Or consult other secondary sources which will illuminate the cultural, geographic, or historical situation in the Greco-Roman World.

Other Resources For A Lifetime of Study

1. A Bible dictionary and/or Bible encyclopedia (See Bauer, *Biblical Resources for Ministry*, 26).

There are quite a few of these on the market, so let me be more specific. For the purposes of this class, and for the future, I recommend a well-known, scholarly Bible dictionary. Let me recommend a few:

Paul J. Achtemeier et al., eds, *HarperCollins Bible Dictionary*, rev. ed. (San Francisco: HarperSanFrancisco, 1996). This is the best one-volume dictionary currently on the market. Note that you want the 1996 revised edition. The earlier version is still useful, however. Abbreviated HBD.

David Noel Freedman et al., eds., *The Anchor Bible Dictionary*, 6 vols. (New York: Doubleday, 1992). This is also available on CD-ROM (much better for searching). This is the best Bible dictionary on the market in coverage, bibliography, length, comprehensiveness, etc. It is quite costly, however. Abbreviated ABD.

Geoffrey W. Bromiley et al., eds., *The International Standard Bible Encyclopedia*, rev. ed., 4 vols. (Grand Rapids: Eerdmans, 1979-1988). Note that this is the second, revised edition. (The first edition, which is often available at a cheap, knock-off price, is not worth it.) This is the best set available if you want a distinctively evangelical approach. At four volumes it is also quite extensive. Again, cost is an issue. Abbreviated ISBE.

Grading Policy

I realize that this may be the most important issue to many of you. Thus, I am saving the best for last.

In the assignments for the semester, I will try to include general descriptive comments to the entire class which will help guide you. These early comments are usually made “generally” to the entire class in each module forum center. For most of the time, the problems with early assignments are much the same for all students, especially since many of you may have had a different professor for the intro IBS class. Once we develop a clear level of expectations, we will be off and running and I will then begin to grade your assignments individually. These comments (often sent back to you in the form of a grading rubric) will also serve as an example for how I would like you to interact with your peers as you comment on their work within each of your Acts Teams.

In all there will be ten (10) assignments upon which I will assign a grade; several of which I will return to you with personal comments to help you personally. But keep in mind; you have the right to drop the lowest one! This means that if pressure builds at home, work, or you simply need a break at some point in the semester; you can drop one (1) of the basic assignments. **BUT YOU MAY NOT DROP THE FINAL!**

In addition to the regular IBS assignments, I will ask you to read several handouts and scholarly articles on relevant material to our discussions. Other lecture and IBS readings will be posted as reading assignments in each module. And please take seriously your interaction with Teammates. As you will see below, your reading, comments and interactions will count for 10% of your final grade. The reason for this is simple. I have found that in each IBS class I have taught, either on-line or classroom, some of the best learning has come through student interaction. Thus, I put an emphasis on this to encourage this to take place.

I will attempt to provide each module with careful and explicit instructions for readings and assignments. If anything is unclear, please post a message in the module forum, so all can hear my response. Additionally, dates will be given for completion. All work will be expected at twelve mid-night (EST) on the due date.

GRADES WILL BE CALCULATED AS FOLLOWS:

10 Graded Assignments	
(drop the lowest)	90%
Class Discussion, reading	
and Team Interaction	10%

Each graded assignment will be worth 100 points. Therefore, throughout the semester you can accumulate a total of 900 points in the assignments from each module. Another 100 points can be earned for Class discussion, reading, and Team interaction. Thus, a perfect score of 1000 is possible. The grading scale for the class is below, based upon 1000 points.

GRADING SCALE:

1000-950	A	Exceptional work: <i>outstanding</i> achievement of course objectives
949-900	A-	
899-870	B+	
869-830	B	Strong work: <i>significant</i> achievement of course objectives
829-800	B-	
799-770	C+	
769-730	C	Acceptable work: <i>basic</i> , essential achievement of course objectives
729-700	C-	
699-670	D+	
669-600	D	Marginal work: <i>inadequate</i> , minimal achievement of course objectives
599 below	F	

Incompletes:

Since so many of us are over-worked and under constant time crunches, let me alert you to the school's policy on incompletes. The catalog reads:

"A grade of 'I' denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted a 'F'."

Modules and Tentative Schedule

		Date Module Begins
Module 1	Remember IBS?	June 2-8
Module 2	Let's SURVEY Luke-Acts	June 9-22
Module 3	Fine Art of INTERPRETATION	June 23-July 6
Module 4	What does this mean to us? EVALUATION & APPLICATION	July 7-July 20
Module 5	Practice, Practice, Practice	July 21-August 10
Module 6	The Final Act	Aug 11-22

Please keep a watchful eye on the Module Forums for any changes to the dates and weekly assignments.